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ABSTRACT

This report presents the scope of work for the first year of a study to identify and facilitate economic literacy skill instruction of vocational education students. The six chapters cover the six major objectives. Chapter 1 reviews the project's products and related activities. The processes used to formulate an operational definition for economic literacy are described in chapter 2. Two drafts and the final definition are provided. The third chapter describes the assessment of selected instructional programs in five pilot schools to determine the status of economic literacy instruction within the selected program offerings. The instrument used to rate curriculum materials and findings of the review are presented. Chapters 4 and 5 discuss the development of the project's two products: a suggested instructional content guide and an annotated bibliographic resource guide for vocational education programs. Data from a survey to determine content and a description of the content of the resource guide are provided. The final chapter discusses project efforts to promote economic literacy through vocational student organizations. (YLB)

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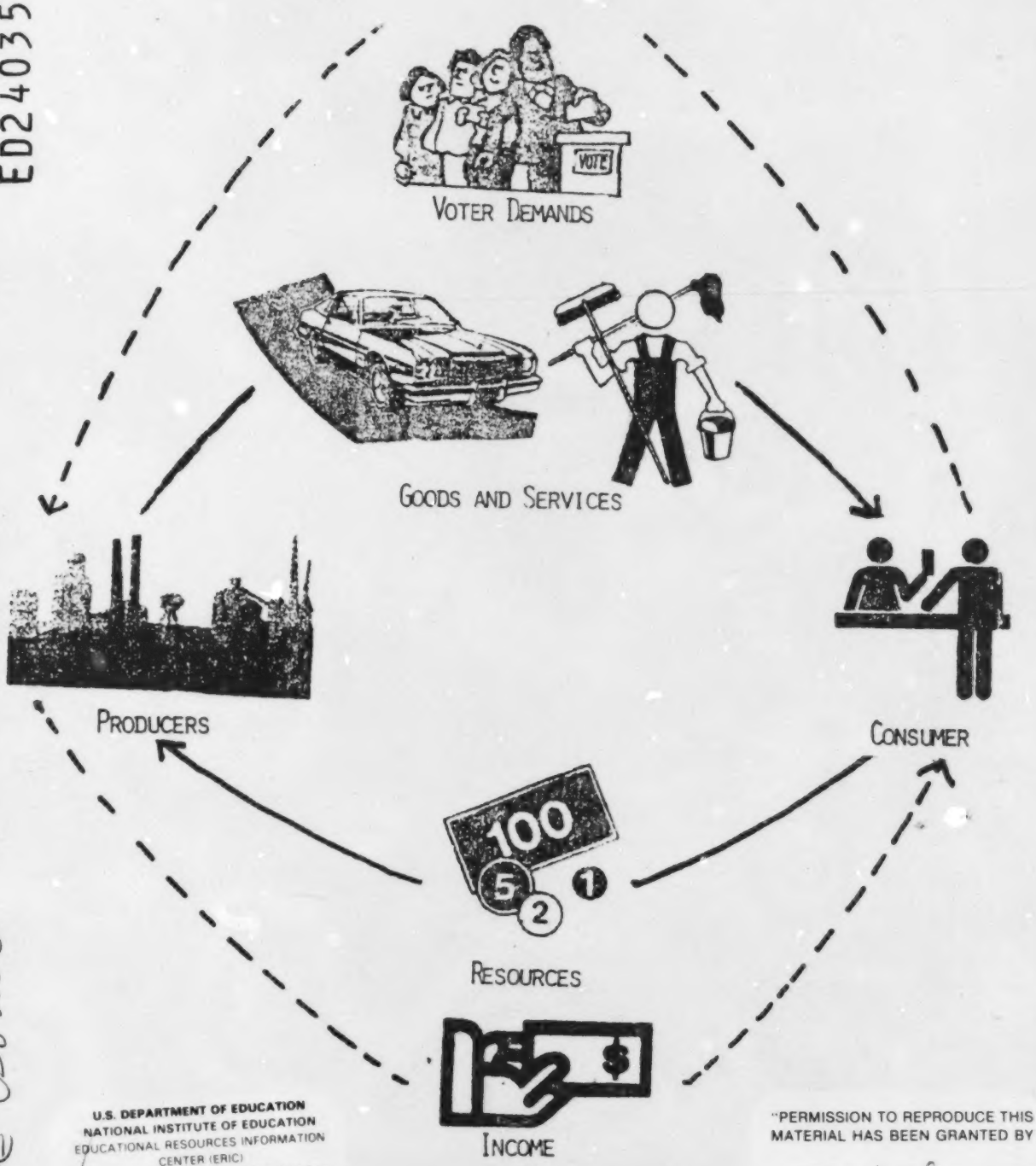
FINAL REPORT ON IDENTIFICATION AND INFUSION OF ECONOMIC LITERACY CONCEPTS INTO VOCATIONAL EDUCATION PROGRAMS

Illinois State Board of Education

Adult, Vocational and Technical Education



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FINAL REPORT ON IDENTIFICATION AND INFUSION OF ECONOMIC LITERACY CONCEPTS INTO VOCATIONAL EDUCATION PROGRAMS

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DEPARTMENT OF
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TECHNICAL EDUCATION

Research and
Development Section

1983

The Final Report on Identification and Infusion of Economic Literacy Concepts into Vocational Education Programs was developed pursuant to a funding agreement number R-31-13-X-0214-469 with the Illinois State Board of Education/Department of Adult, Vocational and Technical Education/Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in this document do not reflect, nor should they be construed as policy or opinion of the Illinois State Board of Education or its staff.

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FOREWARD

The Final Report on Identification and Infusion of Economic Literacy Concepts into Vocational Education Programs was developed pursuant to a grant from the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, Springfield, Illinois to Jerry G. Johnson, Regional Superintendent of Schools for Alexander-Johnson-Massac-Pulaski-Union Counties

This report presents the scope of work for the first year of the study. The six chapters cover the six major objectives. The chapters are:

1. Overview of Project's Products and Related Activities
2. An Operational Definition of Economic Literacy
3. State of the Art of Economic Literacy Instruction in Five Selected School Districts
4. Developmental Activities for the Suggested Economic Literacy Instructional Content Guide for Vocational Education Programs
5. Background Tasks for the Annotated Bibliographic Economic Literacy Resource Guide for Vocational Education Programs
6. Vocational Youth Organizations

During the second year of funding, the project's products (1) Suggested Economic Literacy Instructional Content Guide for Vocational Education Programs and (2) Annotated Bibliographic Economic Literacy Resource Guide for Vocational Programs will be field tested in selected Illinois schools and further refined prior to dissemination as approved by the State Board of Education.

ACKNOWLEDGEMENTS

The Project Staff wishes to extend thanks to the Research and Development Section, Department of Adult, Vocational and Technical Education, State Board of Education and especially to Nona R. Myers, Contract Administrator, for guidance and support throughout the completion of the research project.

Appreciation is extended to the publishers and agencies that have provided publications and related materials for the development of the products of this project: Suggested Economic Literacy Instructional Content Guide for Vocational Education Programs and the Annotated Bibliographic Economic Literacy Resource Guide for Vocational Education Programs.

Recognition is given to the project's consultant, Dr. Roger Luft, Department of Vocational Education Studies, Southern Illinois University-Carbondale for his helpful suggestions and assistance in the development of the instructional content guide.

Special thanks is extended to the instructional personnel (cadre members) of the five pilot schools for assistance in determining the state-of-the-art relative to the existence of economic literacy components appearing in the adopted text books utilized in selected course offerings and input toward the development of an operational definition for economic literacy as it applies primarily to vocational education programs.

Appreciation is also extended to Jean Ibendahl, Illinois Women for Agriculture and George Palmer, Director of the National Depository for Economic Education at Illinois State University - Normal for assistance in identifying numerous economic literacy publications and instructional materials.

Final Report Abstract Format

Official Project Title: Identification and Infusion of Economic Literacy Concepts into Vocational Education Programs

Department of Adult, Vocational and Technical Education Funding Agreement Number: R-31-13-X-0214-469

Project Director: Jerry G. Johnson

Funded Agency: Regional Superintendent of Schools
Alexander-Johnson-Massac-Pulaski-Union counties

Location of Funded Agency: Regional Superintendent of Schools Projects Office
1000 North Main Street-Barnes Hall, Anna, Illinois 62906

Time Period Covered: August 1, 1982 - June 30, 1983

Major Accomplishments of the Project: - Defined "economic literacy" as it can be applied to vocational education programs.

- Identified certain instructional content/activities for vocational educators to teach to youth and adults in acquiring economic literacy skills necessary for success in the work force.

- Identified and reviewed processes, materials and resources available to teach economic literacy and groups/agencies currently involved in similar efforts.

-Identified the "state of the art" of economic literacy knowledge/skills development in vocational education programs and related course offerings in 5 pilot schools.

Potential Impact on Vocational Education: By conveying to youth and adults enrolled in vocational education programs a knowledge and understanding of how they, as employers/employees, can affect worker productivity, develop a sense of pride and accomplishment in the jobs they perform, and function effectively and knowledgeably in the free enterprise system, the vocational education process will be more relevant and meaningful to the individual and the society than if the process focused only on technical skills development. The infusion of these concepts will compliment and support the technical skills development currently being provided in vocational education.

Specifically, the Suggested Economic Literacy Instructional Content Guide for Vocational Education Programs and its companion product, the Annotated Bibliographic Economic Literacy Resource Guide for Vocational Education Programs will provide vocational educators with instructional materials/handouts to assist in equipping youth and adults with selected economic literacy skills/knowledge/behaviors as part of the instructional process.

Products Delivered: (Indicate titles, types, quantity, recipients and date of delivery)

By _____ copies of Suggested Economic Literacy Instructional Content Guide for Vocational Education Programs will be delivered to:

By _____ copies of the Annotated Bibliographic Economic Literacy Resource Guide for Vocational Education Programs will be delivered to:

By _____ copies of the Final Report will be delivered to:

II/4

CHAPTER I

OVERVIEW OF PROJECT'S PRODUCTS AND RELATED ACTIVITIES

The primary activity goal of the study, Identification and Infusion of Economic Literacy Concepts into Vocational Education Programs, was to aid vocational education students in acquiring economic literacy skills necessary for success in the work place.

The need for youth and adults enrolled in vocational education programs to have some knowledge and understanding of how they, as employers/employees, can affect worker productivity, develop a sense of pride and accomplishment in the jobs they perform, and function effectively and knowledgeably in the free enterprise system is well documented and emphasized by business/industry representatives throughout Illinois.

The utilization of the project's products (discussed in Chapters 4 and 5) in the school's instructional vocational education and related programs should enhance the understanding of the identified economic literacy components and the development and acquisition of basic economic competencies, such as

- -the ability and willingness to assume the responsibility of a good citizen.
- -the ability to understand personal economics and its relationship to skills required for employment and promotability.
- -the ability to understand our basic economics system (e.g., profits, revenues, supply and demand, etc.).

-other related skills/behaviors necessary to become an effective employer/employee in the work force.

This Final Report for the FY83 research project entitled "Identification and Infusion of Economic Literacy Concepts into Vocational Education Programs" provides the reader with detailed descriptions of the staff's efforts to accomplish the project's overall goal, objectives and outcome reports/ products.

The objectives were:

1. Define "economic literacy" as it can be applied to the vocational education program.

2. Assess the instructional process in five pilot schools to determine the existence of instructional content relating to economic literacy knowledge/skills development within selected course offerings of each pilot school.

3. Identify the economic literacy skills/knowledge that should aid vocational education students to acquire economic literacy skills necessary for success in the work force.

4. Identify and collect (a) processes, materials and resources currently available to teach economic literacy concepts and (b) groups and agencies currently involved in the identification of processes, materials and resources.

5. Provide technical assistance to assist schools and teachers with the identification and infusion of economic literacy skills into vocational education programs and related course offerings of pilot and field test school sites (FY84), and

6. Analyze, develop and promote economic literacy activities, processes, materials and resources for vocational student organizations.

In attacking the challenge of effectively drawing attention to the need for arming vocational students with the knowledge of those economic concepts and principles that affect workers and the workplace, this research project utilized an approach that included conceptual curriculum development balanced with the programatic realities of the everyday classroom.

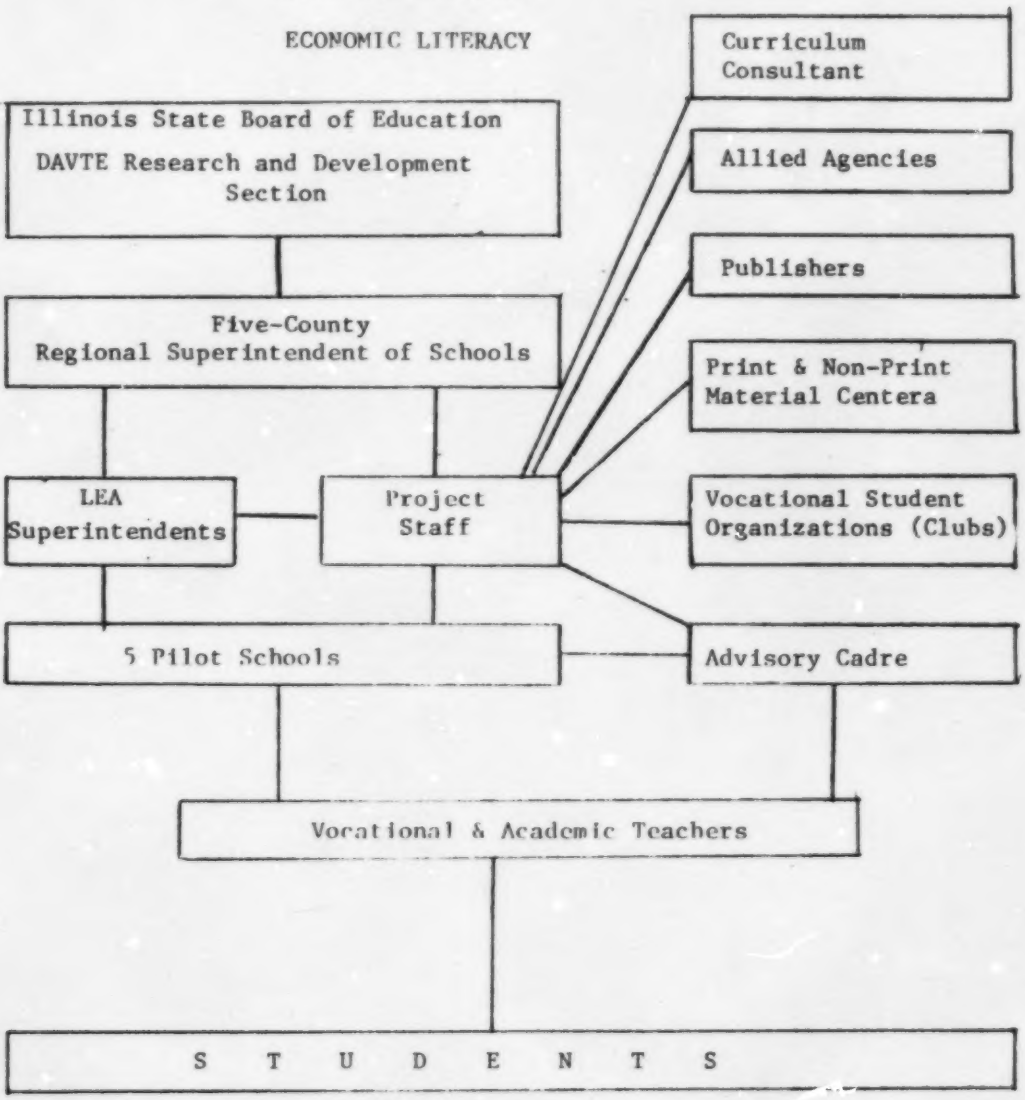
A unique feature of the project was the attempt to blend the formal classroom vocational education instructional program with extra-curricular activities of student vocational organizations.

Collectively, this blend of creative curriculum development, tempered with field testing in real classroom situations, would appear to be a thorough yet realistic approach to the task of infusing economic literacy into the vocational curriculum in order to prepare vocational students for the workplace.

The following chart illustrates the primary actors whose functions include academic/vocational instruction to students in the schools.

MODEL FOR INFUSING

ECONOMIC LITERACY



The overall goal of the study was to identify and facilitate economic literacy skill instruction of students, thus strengthening the students' knowledge and skills as future entrants into the work force.

During the second year of the project (FY84), the project's products:

1. Suggested Economic Literacy Instructional Content Guide for Vocational Education Programs, and

2. Annotated Bibliographic Economic Literacy Resources Guide for Vocational Education Programs.

will be further refined and field tested in selected schools across Illinois prior to dissemination--targeted audience to be approved by the State Board of Education DAVTE/Research and Development Section.

CHAPTER 2

AN OPERATIONAL DEFINITION OF ECONOMIC LITERACY

An initial thrust of the project was to formulate an operational definition for "economic literacy". To achieve this purpose, three major processes were employed:

1- Review available literature and instructional materials relating to economic literacy to determine the existence, if any, of a working definition.

2- Conduct a survey of educators, students, private industry representatives, State Advisory Council for Vocational Education, and Research Coordinating Unit Directors from the 50 states relative to formulation of a working definition.

3- Secure input from the cadre of pilot school personnel during the formulation of the operational definition for economic literacy. An instructional perspective was considered necessary to translate the definition into relevant use in the classroom.

The review of literature produced no operational definition, per se. However, the review provided staff with a broad understanding of the varied interrelated components associated with the discipline of economics.

Materials reviewed from the Joint Council on Economic Education and the Illinois State Council on Economic Education revealed 24 concepts published in 1963 but no definition of economic literacy was located through this review.

The Joint Council's identified components were listed under the following descriptors:

-Economic Wants
-Productive Resource
-Scarcity and Choices
-Opportunity Costs and Trade-Offs
-Marginalism and Equilibrium
-Nature and Types of Economic Systems
-Economic Incentives
-Specialization, Comparative Advantage, and the Division of Labor
-Voluntary Exchange
-Interdependence
-Governmental Intervention and Regulation

-Markets, Supply and Demand
-The Price Mechanism
-Competition and Market Structure
-"Market Failures": Information Costs, Resource Immobility, Externalities, etc.
-Income Distribution and Government Redistribution
-Aggregate Supply and Productive Capacity
-Aggregate Demand: Unemployment and Inflation
-Price Level Changes
-Money and Monetary Policy
-Fiscal Policy: Taxes, Expenditures, and Transfers
-Economic Growth
-Saving Investment, and Productivity
-International Economics (uses the concepts above).

The second process, the survey, was used to identify and prioritize those economic concepts the participants felt were most critical for an individual to acquire in order for that individual to not only understand but also to be continually alert and aware of the rapid changes interwoven into each component in local, state, national and world economics.

Thirdly, the first draft of the definition was presented to the cadre of pilot school representatives, the Illinois State Board of Education Contract Administrator and the project consultant in January, 1983.

DEFINITION FOR ECONOMIC LITERACY (Draft 1)

For the purpose of this study, ECONOMIC LITERACY is a concept of knowledge/skills/behaviors one should possess which would allow that individual to function or perform effectively as an integral constituent in a chosen local, state, national or international economic system.

Embodied in this concept are those skills/behaviors and knowledge resulting from formal/informal study of the following components of economics:

-Worker Productivity
-Work Ethic Issues
-Free Enterprise System
-Economic Components
-Small Business Management
-Stability and Growth
-Future Problems
-Circular Flow of Economic Activity

-Consumer as a Decision Maker
-Entrepreneurship
-Principles in the Marketplace
-World Economy
-Marketplace Simulation
-Economic Measurements.

Acquiring the processes of economic analysis and the skills of economic reasoning about our world is recognized to be developmental.

To become economic literate is never completely and totally acquired. It is an ongoing, lifelong process undergoing constant change revolving around economic situations in which choices must be made about how to use limited resources, when to use them and to what purpose.

The above definition has been collectively composed utilizing a survey technique involving RCU managers (50 states), business representatives, educators, students and members of the State Advisory Council on Vocational Education for Illinois.

Input from the foregoing groups resulted in the first revision or second draft disseminated in early February, 1983.

DEFINITION FOR ECONOMIC LITERACY (Draft 2)

For the purposes of this study, ECONOMIC LITERACY is a concept of knowledge/skills/behaviors one should possess which would allow that individual to function or perform effectively as an integral constituent in a chosen local, state, national or international economic system.

Embodied in this concept are those skills/behaviors and that knowledge which results from formal/informal study of the following components of

economics:

-Worker Productivity
-Work Ethic Issues
-Free Enterprise System
-Economic Components
-Consumer as a Decision Maker
-Entrepreneurship
-Principles in the Marketplace
-Small Business Management
-Stability and Growth
-Future Problems
-Circular Flow of Economic Activity
-World Economy
-Marketplace Simulation
-Economic Measurements.

For the individual citizen; the acquisition of economic analysis and reasoning skills is an ongoing, developmental process which can be facilitated by a functional understanding of these fourteen components.

The second wave of the survey presented this revised definition back to the survey participants requesting reactions and suggestions for improvement. Other reactions and suggestions were infused into the current draft. The fourteen components were prioritized to 11 components.

DEFINITION FOR ECONOMIC LITERACY

For the purpose of this study, ECONOMIC LITERACY is a concept of knowledge/skills/behaviors one should possess which would allow that individual to function or perform effectively as a citizen, producer and consumer in our capitalistic free enterprise system.

Embodied in this concept are the knowledge/skills/behavior which result from formal and informal study of the following components of economics:

-Worker Productivity
-Free Enterprise System

-Small Business Functions

-Economic Principles in the Marketplace

-Consumer as a Decision Maker

-Economic Concerns of the Future

-Components of the Economy

-Circular Flow of Economic Activity

-Economic Stability and Growth

-The World Economy

-Economic Measurements.

In addition to the identified components, the following competencies are also necessary for a person to be considered economic literate in today's society.

.The ability and willingness to assume the responsibility of a good citizen.

.The ability to engage in interpersonal relationships.

.The ability to understand personal economics and its relationship to skills required for employment and promotability.

.The ability to understand our basic economic system (e.g., profits, revenues, supply and demand, etc.).

For the individual citizen, the acquisition of economic analysis and reasoning skills in an ongoing, developmental process which can be facilitated by a functional understanding of these components and competencies.

Chapter 3

State of the Art of Economic Literacy Instruction in Five Selected School Districts

The intent of this section of the study was to assess selected instructional programs in five pilot schools to determine the status of economic literacy instruction within the selected program offerings (primarily vocational programs) in each pilot school.

During the first quarter of the study, the five pilot school districts were identified as randomly as possible to represent a geographic distribution (one per county) as well as range of instructional levels (elementary, junior high, and high school). The district superintendents identified the staff germane to the instructional programs being assessed from economic literacy instruction. This personnel became the cadre, who together with staff and consultant assistance following initial meetings and discussions of project's intent and this objective in particular, developed the instrument/format for assessing/reviewing certain curriculum materials to identify the economic literacy conceptual skills/knowledges currently being taught in the five pilot schools.

Discussion and the early developmental phase of the instrument began at the first cadre meeting. The instrument received several revisions/refinements including approval by the project's contract administrator prior to its use by the cadre members.

It is important to note that instructional personnel (Cadre Members.) cognitive of the content of the instructional areas (programs) being assessed/reviewed for economic literacy knowledge/skills development not only assisted in the design and development but actually conducted the assessment/review of the instructional materials utilizing the instrument. (See Chart 1 .)

CHART 1

CHECKLIST

ECONOMIC LITERACY CURRICULUM MATERIALS RATING

The purpose of this rating instrument is to determine to what extent economic literacy concepts are included within the curriculum materials (print and nonprint) used in the five pilot schools included in this project. Response to each concept or question should be made by placing a (✓) check mark at the appropriate place on the rating scale. The key for each response is indicated below.

Name of Curriculum Material_____

Author and Publisher_____

Copyright date_____Type of Material: Print_____Non-Print_____A-V_____

KEY: 0 = Not applicable to this concept
1 = Concept is introduced with brief explanation
2 = Concept is expanded and defines the concept
3 = Concept is completely and adequately presented

1. To what degree are the following economic concepts found in the curriculum material being reviewed:

-Worker Productivity	0 1 2 3
-Free Enterprise System	0 1 2 3
-Small Business Function	0 1 2 3
-Economic Principles in the Marketplace	0 1 2 3
-Consumer as a Decision Maker	0 1 2 3
-Economic Problems of the Future	0 1 2 3
-Components of the Economy	0 1 2 3
-Circular Flow of Economic Activity	0 1 2 3
-Economic Stability and Growth	0 1 2 3
-The World Economy	0 1 2 3
-Economic Measurements	0 1 2 3
-_____	0 1 2 3
-_____	0 1 2 3

2. Are the following sex fair attributes found in the review of this curriculum material:

- Information on women in the labor market is discussed. (0) No ☐ (3) Yes ☐
- The problem of sex discrimination is discussed. (0) No ☐ (3) Yes ☐
- The subject of women and property laws, and the effect of marriage on a woman's property rights, is discussed. (0) No ☐ (3) Yes ☐
- Women are examined as consumers, including methods of advertising employed by the media. (0) No ☐ (3) Yes ☐
- Sex stereotyping (Such as having women concern themselves with the household budget and men with the stock market) is avoided. (0) No ☐ (3) Yes ☐
- The increasing movement of both men and women into nontraditional occupations is discussed. (0) No ☐ (3) Yes ☐

3. Readability level _____

(Determine the reading level by using the attached "Quick Estimate of Readability" exercise)

4. Organization of materials is conductive to teaching.

5. Instructors guides are available.

6. Other comments relative to the curriculum material being reviewed.

3. Quick Estimate of Readability

Place an X in the appropriate box on each continuum.

Content	1	2	3	4	5	
1. Interesting						Dull
2. Useful						Trivial or inappropriate
3. Suitability of reading level for potential users						Reading level too low or too high
4. Personally oriented						Impersonal or abstract
5. Principles stressed						Prescriptions and judgments, i.e., "preachy"
6. Summary provided or planned for						No summary
7. Flexible (can be used for several purposes and with several kinds of readers)						Rigid or limited
Format	1	2	3	4	5	
1. Looks Attractive						Dull or ugly
2. Appropriate illustrations						Illustrations too childish or social class oriented or unsuitable to content
3. Enough illustrations						No illustrations or too few
4. Adequate size print						Print too large or too small
5. Spacing, heading and paragraph length suitable for reading level						Not enough "white space" and headings to guide reader
6. Provides opportunity for participation by reader						No opportunity for reader involvement

4. Other comments relative to the curriculum material being reviewed.

The review centered on the adopted text listing of each school district as approved by each respective Board of Education.

The assessment/review was further limited to focus on the adopted texts utilized by instructors in the vocational program areas and such related instructional areas (government, history, economic, career education) most likely to contain references to components of economic literacy instruction.

Approximately seventy (70) texts from the adopted listings were assessed/reviewed utilizing the developed instrument.

Upon completion of the assessment/review by cadre members, project staff began the analysis and charting of the resultant data.

In general, it can be stated that in many programs economic literacy components are only briefly introduced and in many cases, absent altogether. In only one case (agricultural occupations) did the cadre indicate that a component (economic stability and growth) reached a level of .7 on the established scale of 0-1.

The findings of the pilot schools' instructional materials review is presented in the following charts.

PILOT SCHOOL INSTRUCTIONAL MATERIALS REVIEW

(Objective 3.0)

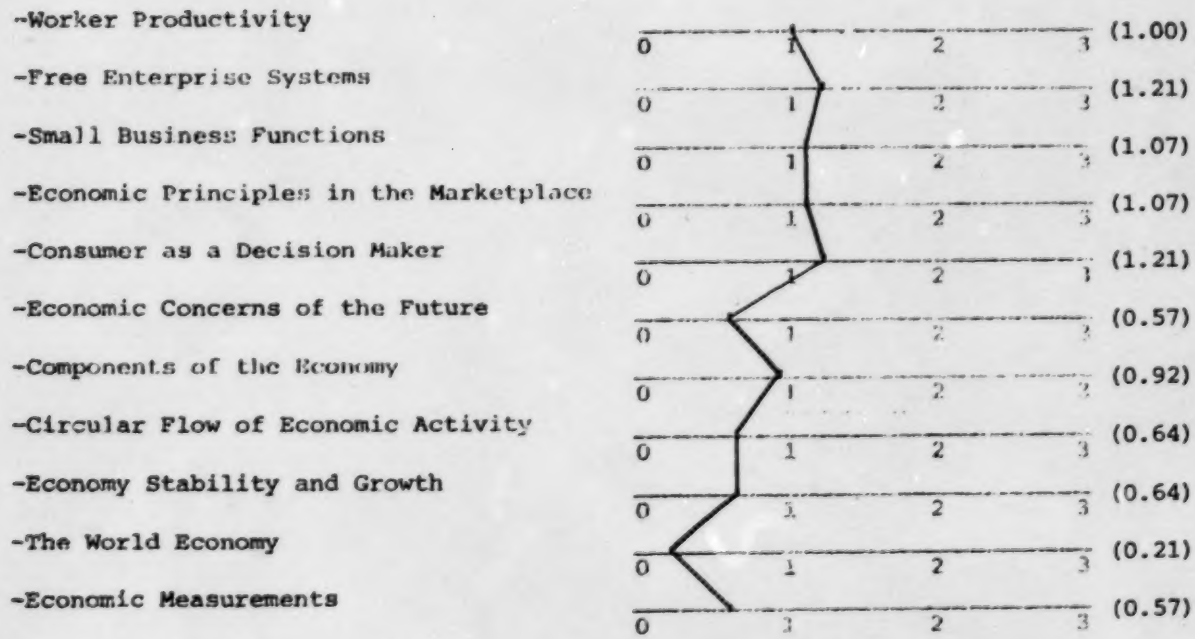
VOCATIONAL PROGRAM: Business, Marketing and Management Occupations

The chart below indicates the composite degree of inclusion of economic literacy components in the selected instructional materials of the five pilot schools involved in the project. The review of materials was completed by a cadre of instructional and administrative staff representing each of the five schools as well as the Regional Vocational System.

As the chart indicates, the degree of economic literacy components included in the instructional materials of the five pilot schools is low at best.

KEY: 0 = Not applicable to this component
1 = Component is introduced with brief explanation
2 = Component is expanded and defines the concept
3 = Component is completely and adequately presented

1. To what degree are the following economic components found in the curriculum material being reviewed?



Also included in the Checklist for Economic Literacy Curriculum Materials were questions regarding sex-fairness and readability of the reviewed materials. In this category of Business, Marketing and Management Occupations, cadre members found the materials positive in regards to readability, but found several lacking in sex-fair attributes:

Materials reviewed were:

Lessenberry and Crawford, 1977. Century 21 Typewriting. Southwestern Publishing.

Gwyn and Gwyn and Sander, 1980. The Business of Oral Communication. Southwestern Publishing.

Huss, 1981. Basic Letter and Memo Writing. Southwestern Publishing.

Baron, Steinfield and Schultheis, 1981. Practical Recordkeeping. Southwestern Publishing.

Horn and Poirot, 1981. Computer Literacy. Sterling Swift.

Fish, Mietus and Snapp, 1972. Applied Business Law. Southwestern Publishing.

Samson, Little and Wingate, 1982. Retail Merchandising. Southwestern Publishing.

Daughtrey, Ristau and DeBrum, 1981. General Business for Economic Understanding. Southwestern Publishing. (This text was used by three of the five pilot schools.)

Roy, 1980. Exploring Professional Cooking. Bennett Publishing.

Crawford, Erickson, Beaumont, Robinson and Ownby, 1982. Century 21 Typewriting. Southwestern Publishing.

Pysin, Fairbank and Gruber, 1970. Applied Business Mathematics. Southwestern Publishing.

Also reviewed in the Business category was the reference library of computer software utilized by the Computer/Console Operations program of the Tamms Site of the Five-County Regional Vocational System.

PILOT SCHOOL INSTRUCTIONAL MATERIALS REVIEW

(Objective 3.0)

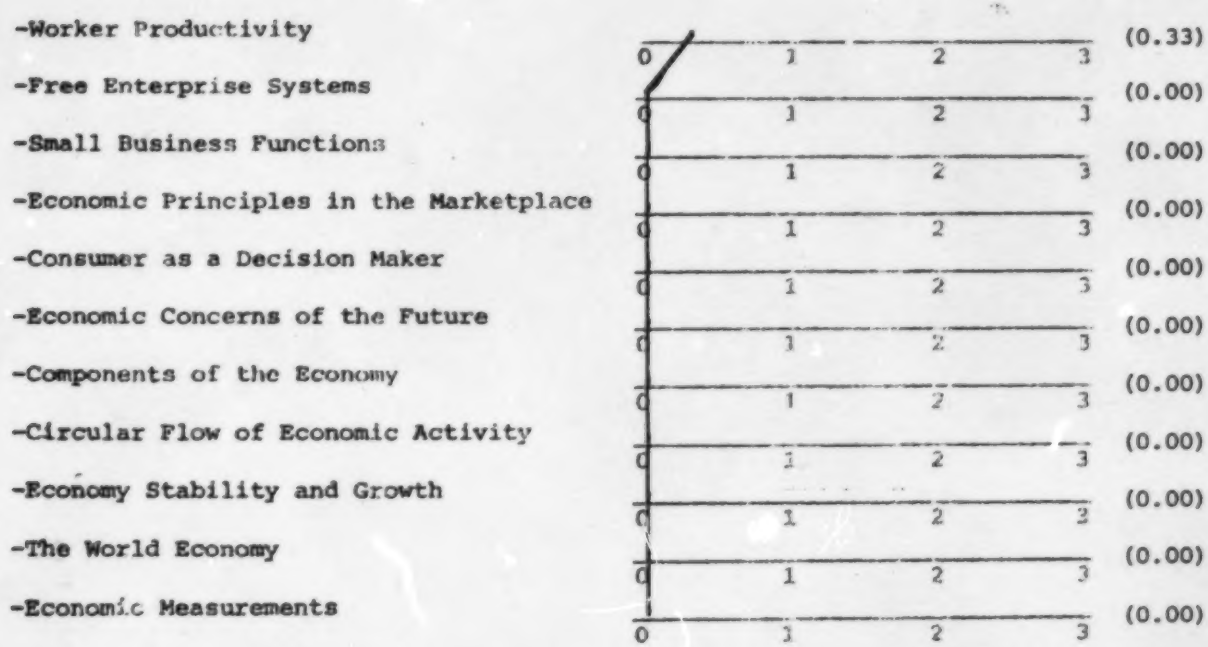
VOCATIONAL PROGRAM: Health Occupations

The chart below indicates the composite degree of inclusion of economic literacy components in the selected instructional materials of the five pilot schools involved in the project. The review of materials was completed by a cadre of instructional and administrative staff representing each of the five schools as well as the Regional Vocational System.

As the chart indicates, the degree of economic literacy components included in the instructional materials of the five pilot schools is low at best.

KEY: 0 = Not applicable to this component
1 = Component is introduced with brief explanation
2 = Component is expanded and defines the concept
3 = Component is completely and adequately presented

1. To what degree are the following economic components found in the curriculum material being reviewed?



Also included in the Checklist for Economic Literacy Curriculum Materials were questions regarding sex-fairness and readability of the reviewed materials. In this category of Health, cadre members found the materials positive in regards to readability but found a marked absence of sex-fair attributes.

Materials reviewed were:

Neilson, Bland and Hill, 1975. Healthful Living in Your Environment. Laidlaw

Schniedman, Lambert and Wander, 1982. Being A Nursing Assistant. Hospital Research and Educational Trust, Robert J. Brady Co. (This text was used by two of the five pilot schools.)

PILOT SCHOOL INSTRUCTIONAL MATERIALS REVIEW

(Objective 3.0)

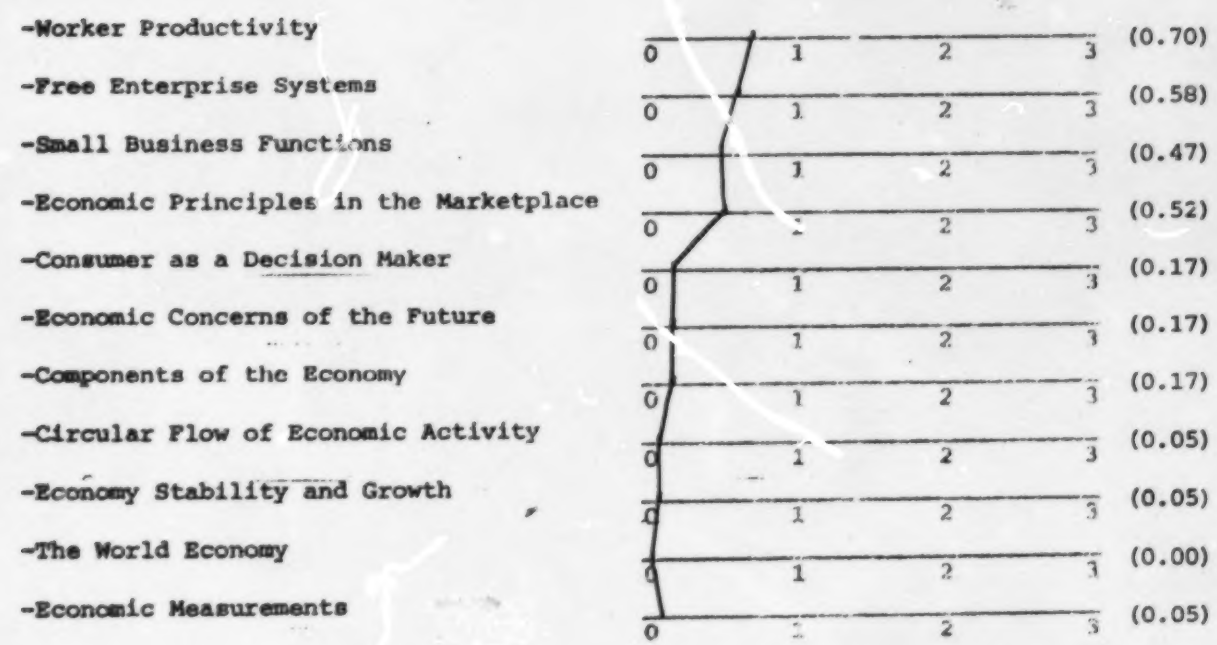
VOCATIONAL PROGRAM: Industrial Occupations

The chart below indicates the composite degree of inclusion of economic literacy components in the selected instructional materials of the five pilot schools involved in the project. The review of materials was completed by a cadre of instructional and administrative staff representing each of the five schools as well as the Regional Vocational System.

As the chart indicates, the degree of economic literacy components included in the instructional materials of the five pilot schools is low at best.

KEY: 0 = Not applicable to this component
1 = Component is introduced with brief explanation
2 = Component is expanded and defines the concept
3 = Component is completely and adequately presented

1. To what degree are the following economic components found in the curriculum material being reviewed?



Also included in the Checklist for Economic Literacy Curriculum Materials were questions regarding sex-fairness and readability of the reviewed materials. In this category of Industrial Occupations, the cadre found the materials to be highly readable but found a marked absence of sex-fair attributes.

Materials reviewed were:

Hammond, 1980. Woodworking Technology. McKnight.

Roth, 1981. Small Gas Engines. Goodheart-Willcox.

Wagner, 1979. Modern Carpentry. Goodheart-Willcox.

Webster, 1980. Auto Mechanics. Glencoe.

Giachino, 1976. Welding Skills and Practices. American Technical Society.

Ludwig, 1969. Metalwork Technology and Practice. McKnight and McKnight.

Duenk, Williams and Brooks, 1977. Auto Body Repair. Bennett

Drake, 1981. Small Gasoline Engines. Reston.

Feider, 1963. Woodworking for Industry. Bennett.

Gerrish, 1968. Electricity and Electronics. Goodheart-Willcox.

Mix, 1981. House Wiring Simplified. Goodheart-Willcox.

Brown, 1975. Modern General Shop. Goodheart-Willcox.

Zimmerman, 1981. Exploring Woodworking. Goodheart-Willcox.

Also reviewed in this category were the instructor-designed Competency-Based Programs and Reference Library Materials used by the Auto Services, Auto Body and Electricity/Electronics programs of the Tamms Site of the Five-County Regional Vocational System.

PILOT SCHOOL INSTRUCTIONAL MATERIALS REVIEW

(Objective 3.0)

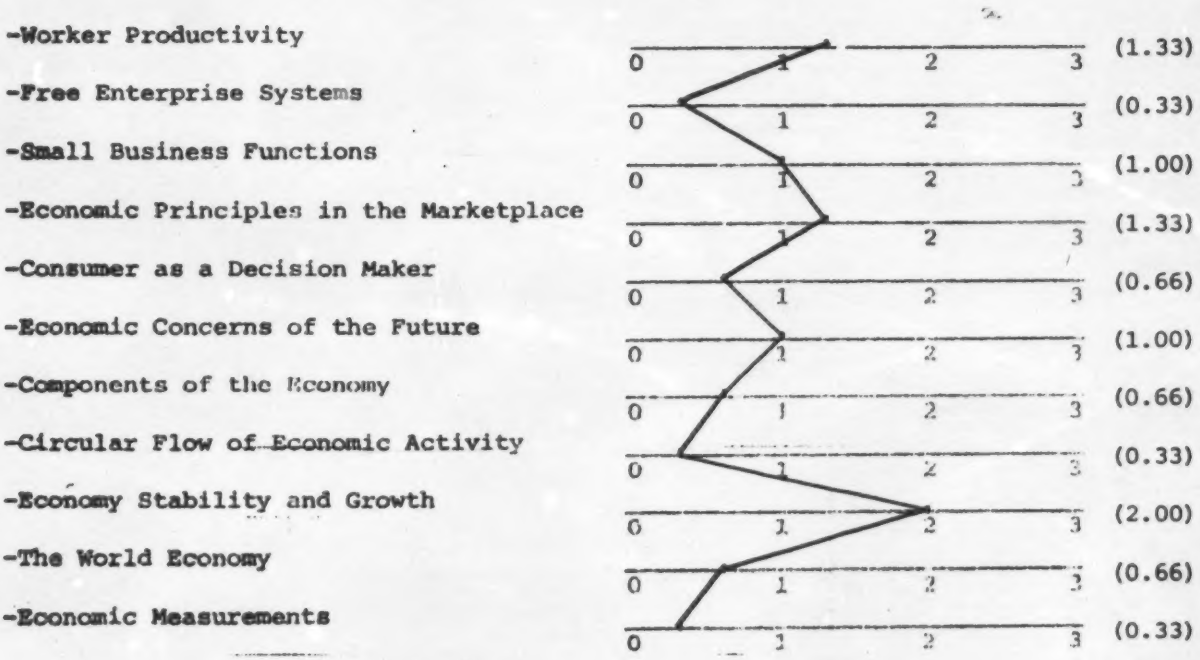
VOCATIONAL PROGRAM: Agricultural Occupations

The chart below indicates the composite degree of inclusion of economic literacy components in the selected instructional materials of the five pilot schools involved in the project. The review of materials was completed by a cadre of instructional and administrative staff representing each of the five schools as well as the Regional Vocational System.

As the chart indicates, the degree of economic literacy components included in the instructional materials of the five pilot schools is low at best.

KEY: 0 = Not applicable to this component
1 = Component is introduced with brief explanation
2 = Component is expanded and defines the concept
3 = Component is completely and adequately presented

1. To what degree are the following economic components found in the curriculum material being reviewed?



Also included in the Checklist for Economic Literacy Curriculum Materials were questions regarding sex-fairness and readability of the reviewed materials. In this category of Agriculture, cadre members found the materials positive in regards to readability but found a marked absence of sex-fair attributes.

Materials reviewed were:

Luening and Mortenson, 1979. Agriculture-Farm Management. Interstate.

McNall, 1964. Our Natural Resources. Interstate.

Delorit, Greub and Ahlgren, 1974. Crop Production. (publisher's name not given)

PILOT SCHOOL INSTRUCTIONAL MATERIALS REVIEW

(Objective 3.0)

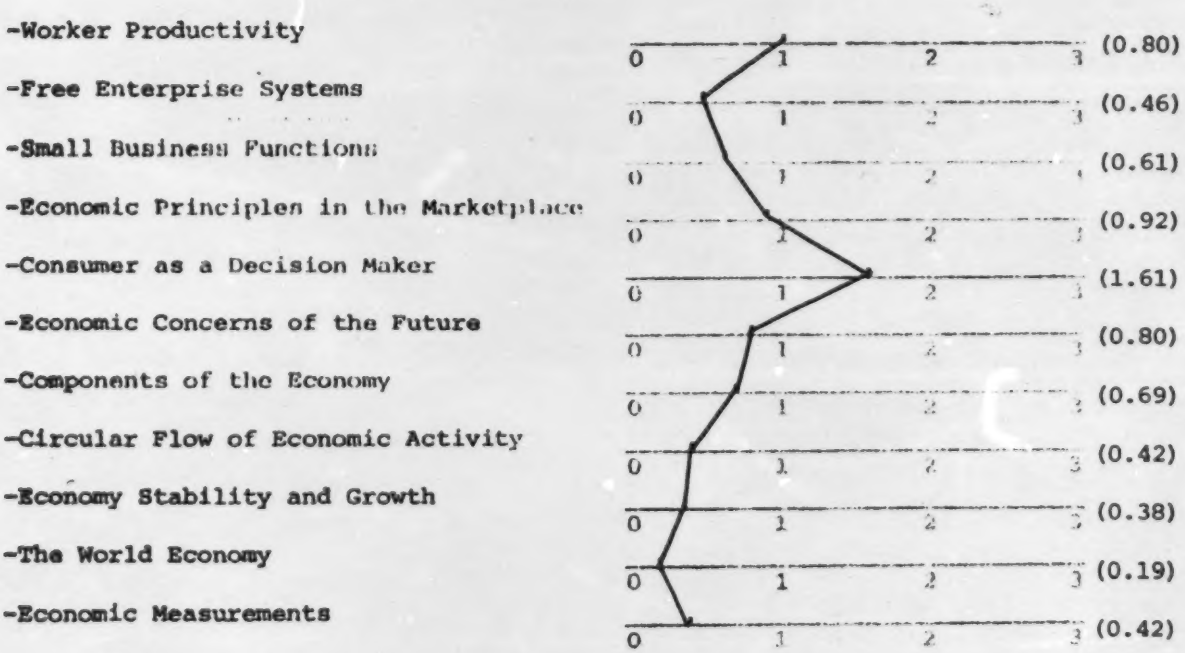
VOCATIONAL PROGRAM: Home Economics Occupations

The chart below indicates the composite degree of inclusion of economic literacy components in the selected instructional materials of the five pilot schools involved in the project. The review of materials was completed by a cadre of instructional and administrative staff representing each of the five schools as well as the Regional Vocational System.

As the chart indicates, the degree of economic literacy components included in the instructional materials of the five pilot schools is low at best.

KEY: 0 = Not applicable to this component
1 = Component is introduced with brief explanation
2 = Component is expanded and defines the concept
3 = Component is completely and adequately presented

1. To what degree are the following economic components found in the curriculum material being reviewed?



Also included in the Checklist for Economic Literacy Curriculum Materials Rating were questions regarding sex-fairness and readability of the reviewed materials. In this category of Home Economics Occupations, the cadre members found that sex-fair attributes were present in roughly half of the reviewed materials. All materials were judged as highly readable.

Materials reviewed were:

Sherwood, 1976. Homes Today and Tomorrow. Charles A. Bennett.

Libman and Nemiroff, 1980. Practicing Parenting. Butlerick.

Liddell, 1977. Clothes and Your Appearance. Goodheart-Willcox.

Duvall and Hill, 1967. When You Marry. D.C. Heath.

Hildebrand, 1981. Parenting and Teaching Young Children. McGraw-Hill.

Schoenfeld and Natella, 1975. The Consumer and His Dollar. Oceana.

Cornelius, 1979. Food Service Careers. Bennett.

Draper, 1979. Caring For Children. Bennett.

Craig, 1976. Thresholds to Adult Living. Bennett. (Used by two schools.)

Chamberlain and Webster, 1982. Teen Guide. McGraw-Hill.

Lange, Mason and Rousos, 1982. Consumer Mathematics. Houghton-Mifflin.

Kravitz and Brant, 1976. Consumer Related Mathematics. Holt, Rinehart and Winston.

McDermott, 1975. Homemaking for Teen-agers Book 1. Bennett.

Lewis, 1978. Housing Decisions. Goodheart-Willcox.

Cornelius, 1974. Food Service Careers. Bennett.

White, 1979. Food and Your Future. Prentice Hall.

Brisbane, (Copyright date not given.) The Developing Child. Bennett.

Lewis, 1980. Housing Decisions. Goodheart-Willcox.

Draper and Draper, 1979. Caring for Children. Bennett.

Weiss, 1978. Home Maintenance. Bennett.

Landis and Landis, 1975. Personal Adjustment, Marriage and Family Living. Prentice Hall.

Wyllie and Sellers, 1977. Consumer Decision Making. Southwestern.

Price, Brame, Charles and Clifford, 1982. Mathematics for Everyday Life. Merrill

Riker and Brisbane, (Copyright date not given.) Married Life. Bennett.

Morton and Rezny, 1978. Consumer Action. Houghton-Mifflin.

PILOT SCHOOL INSTRUCTIONAL MATERIALS REVIEW

(Objective 3.0)

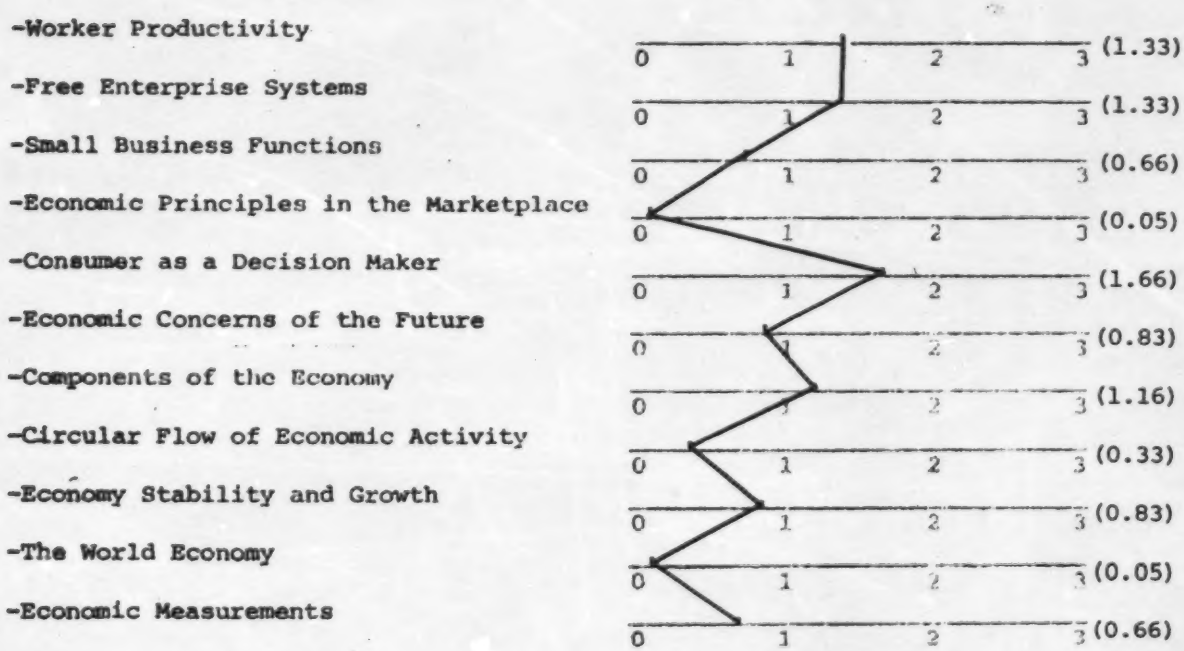
VOCATIONAL PROGRAM: Applicable to all Vocational Program Areas

The chart below indicates the composite degree of inclusion of economic literacy components in the selected instructional materials of the five pilot schools involved in the project. The review of materials was completed by a cadre of instructional and administrative staff representing each of the five schools as well as the Regional Vocational System.

As the chart indicates, the degree of economic literacy components included in the instructional materials of the five pilot schools is low at best.

KEY: 0 = Not applicable to this component
1 = Component is introduced with brief explanation
2 = Component is expanded and defines the concept
3 = Component is completely and adequately presented

1. To what degree are the following economic components found in the curriculum material being reviewed?


-Worker Productivity
-Free Enterprise Systems
-Small Business Functions
-Economic Principles in the Marketplace
-Consumer as a Decision Maker
-Economic Concerns of the Future
-Components of the Economy
-Circular Flow of Economic Activity
-Economy Stability and Growth
-The World Economy
-Economic Measurements
0 1 2 3 (1.33)
0 1 2 3 (1.33)
0 1 2 3 (0.66)
0 1 2 3 (0.05)
0 1 2 3 (1.66)
0 1 2 3 (0.83)
0 1 2 3 (1.16)
0 1 2 3 (0.33)
0 1 2 3 (0.83)
0 1 2 3 (0.05)
0 1 2 3 (0.66)

Also included in the Checklist for Economic Literacy Curriculum Materials were questions regarding sex-fairness and readability of the reviewed materials. In this category of materials which were applicable to all vocational program areas, cadre members found their readability to be in a positive state but found many of the materials to not be sex-fair.

Materials reviewed were:

Kimbrell and Vineyard, 1981. Succeeding in the World of Work. McKnight (used by two of the pilot schools)

Edwin L. Herr, 1980. Your Working Life. McGraw-Hill

Riker and Riker, 1979. Finding My Way. Charles A. Bennett

Armstrong, Baum, Miller, 1980. Getting Ready for the World of Work. McGraw-Hill

Armstrong, Baum, Miller, 1980. You and the World of Work. McGraw-Hill

PILOT SCHOOL INSTRUCTIONAL MATERIALS REVIEW

(Objective 3.0)

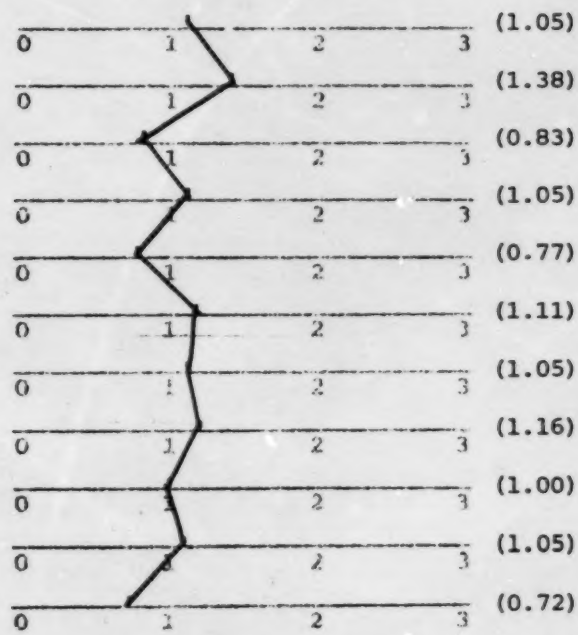
VOCATIONAL PROGRAM: Non-Vocational Program Materials

The chart below indicates the composite degree of inclusion of economic literacy components in the selected instructional materials of the five pilot schools involved in the project. The review of materials was completed by a cadre of instructional and administrative staff representing each of the five schools as well as the Regional Vocational System.

As the chart indicates, the degree of economic literacy components included in the instructional materials of the five pilot schools is low at best.

KEY: 0 = Not applicable to this component
1 = Component is introduced with brief explanation
2 = Component is expanded and defines the concept
3 = Component is completely and adequately presented

1. To what degree are the following economic components found in the curriculum material being reviewed?



Also included in the Checklist for Economic Literacy Curriculum Materials Rating were questions regarding sex-fairness and readability of the reviewed materials. In this category of non-vocational program materials, with some exceptions at the elementary level, the instructional materials were generally sex-fair. All materials were judged by the pilot school cadre members as positive in relation to their readability.

Materials reviewed for this area were:

Bernard and Weisberger, 1976. The Impact of Our Past: A History of the U.S. McGraw-Hill.

Spiegler, Wilkinson and McCafferry, 1969. Adventures for Americans. Harcourt, Brace and Jovanovich.

Weinstein and Gatell, 1981. Freedom and Crisis. Random House.

Kaywood, Meyerhoff, Esarey, Johnson and Crabb, 1977. Drive Right. Scott-Foresman.

Sanford and Green, 1980. Basic Principles of American Government. Amsco School

Paul Landis, 1980. Sociology. Gwin and Company.

McClenaghan, 1979. American Government. Allyn and Bacon Inc.

McClenaghan, 1973. Frank Abbott Magruder's American Government. Allyn and Bacon, Inc.

Eibling, Jackson and Perrone 1977. Challenge and Change-U.S. History, The Second Century. Laidlaw

Troutman, Bertoni, Smith, Bezdek, Chin, and Wright, 1978. Mathematics. Laidlaw.

Troutman, 1982. You and Your Family. Laidlaw

Groff, 1982. The Free and The Brave. Rand McNally.

Schlomberg, 1982. People and Culture. Economy.

Schlomberg, 1982. Many Americans-One Country. Economy.

Schlomberg, 1982. People and The Land. Economy.

Schlomberg, 1982. Cities and Suburbs. Economy.

Schlomberg, .982. Groups and Communities. Economy.

Mollinson, 1982. Science: Understanding Your Environment. General Learning Corporation.

Chapter 4

DEVELOPMENTAL ACTIVITIES FOR THE SUGGESTED ECONOMIC LITERACY INSTRUCTIONAL CONTENT GUIDE FOR VOCATIONAL EDUCATION PROGRAMS

A suggested instructional content guide to aid vocational educators toward equipping vocational education students with selected economic literacy skills as a part of the instructional process was developed. To accomplish this, it was necessary to identify the most effective and efficient means by which economic literacy skills could be infused into vocational education programs.

Project staff with consultant assistance have indentified the economic literacy skills that vocational educators should teach to youth and adults in order to acquire economic literacy skills necessary for success in the work place.

An extensive search was conducted to identify (1) materials and resources available to teach economic literacy and (2) publishers/agencies, both commercial and public service, involved in providing materials and resources to educators and the general public. This effort culminated in a separate product entitled Annotated Bibliographic Economic Literacy Resource Guide for Vocational Education Programs. This guide compliments and supplements the Suggested Economic Literacy Instructional Content Guide for Vocational Education Programs.

The instructional content guide identified processes, activities, materials and resources needed to encourage development of economic literacy through vocational education programs.

However, it should be emphasized that the guide is only a beginning and should be enriched by the resources available in the local and regional school community as well as by the instructors and students experiences.

A number of related issues have been recognized as having an effect on an individual's economic literacy. These include, but are not limited to; work ethics, student-initiated self-employment, job creation/entrepreneurship, etc.

Tasks to accomplish the Suggested Economic Literacy Instructional Content Guide for Vocational Education Programs included the following:

(1) Survey #1 presented to its participants a list of fourteen economic components to be prioritized with comments as appropriate. Data received from Survey #1 were analyzed with prioritization of components. Worker Productivity was ranked as the #1 component. The final ranking for Survey #1 was:

1. Worker Productivity
2. Work Ethic Issues
3. Free Enterprise System
4. Components of the Economy
5. Consumer as a Decision Maker
6. Entrepreneurship
7. Economic Principles in the Marketplace
8. Small Business Management
9. Economic Stability and Growth
10. Economic Problems of the Future
11. Circular Flow of Economic Activity
12. World Economy
13. Marketplace Simulation
14. Economic Measurements.

Comments from survey participants indicated that the fourteen (14) components should be condensed into eleven components. From the suggestions, Entrepreneurship was included with Free Enterprise System and Work Ethic Issues was meshed with Worker Productivity. Marketplace Simulation was dropped.

Sub-topics or concepts for the eleven (11) components of economic literacy were included in Survey #2 requesting participants to rate the appropriateness for inclusion with the respective economic literacy component for use in the development of the Suggested Economic Literacy Instructional Content Guide for Vocational Education Programs.

The data from Part A of Survey #2 follows. The numbers beside each sub-topic or concept represent the percentage of respondents who felt that the respective concept definitely should be included with the component in the guide.

WORKER PRODUCTIVITY

78% Absenteeism

36% Behavior Codes

41% Communication Principles

19% Comparison of Productivity with Other Nations

56% Compliance with Company Rules

63% Days Work for Days Pay

82% Dependability

19% Dress Codes

51% Evaluation

53% Goal Setting

63% Honesty

53% Individual and Group Efficiency

60% Job Satisfaction

36% Job Security

51% Loyalty

07% Management Theories

39% Non-Monetary Values (Benefits)

41% Problem Solving

51% Product/Service Pride

29% Productivity Measurements

56% Productivity Quality/Quantity

14% Quality Circles

68% Rights and Responsibility of the Employee

65% Rights and Responsibility of the Employer

41% Role of the Work Force

24% Social Effects from Good/Bad Work Ethics

21% Stress Management

26% Survival Skills

41% Thrift of Time

FREE ENTERPRISE SYSTEM

51% Advertising
41% Comparison with Other Economic Systems
75% Competition
65% Function of Profit
43% Governmental Regulation in "Free Enterprise"
48% How Prices Are Set
26% International Trade
46% Market Systems
21% Monetary Systems
24% Monopolies
80% Supply and Demand
39% Taxes
70% Why/How It Works
31% Mixed Markets

COMPONENTS OF THE ECONOMY

68% Basic Principles as They Relate to the Marketplace
48% Budgeting
39% Credit Cards
39% Economic Facts/Standards
39% Employee
46% Employer
24% Government Budgets
34% International Market
56% Investing
63% Loans
60% Production
58% Purchasing
68% Savings
36% Shifts in Economic Base
63% Supply and Demand
51% Taxes
43% Understanding/Knowledge of Indicators
34% Unions

CONSUMER AS A DECISION MAKER

41% Availability of Substitutes
48% Banking
56% Comparative Shopping/Impulse Buying
68% Consumer Credit
63% Consumer Responsibilities
68% Consumer Rights and Protection
36% Consumption and Waste
58% Fundamental Consumer Knowledge
36% How Consumer Decision Affects the Work Force
48% How Consumer is Influenced (Advertising)
60% Investing
63% Loans
80% Money Management
63% Personal Record Keeping
39% Price/Unit
41% Quality of Goods
39% Quality of Workmanship
26% Retirement Systems
53% Savings
53% Taxes
14% Transfer of Consumer Skills to Other Situations
39% Where to Find Valid Information of Products/Services

SMALL BUSINESS FUNCTIONS

83% Advantages/Disadvantages of Business Ownership
36% Business Law
75% Competition
65% Creating a New Business
70% Financing
63% Fixed Costs
46% Government Regulations and Reports
60% Gross Profits
56% Market Prices
58% Production/Service Costs
63% Profit Motive
73% Taxes and Record Keeping
39% Venture Capital Gain

(cont.)

SMALL BUSINESS FUNCTIONS (cont.)

60% Risk Taking

56% Skills Exhibited by Entrepreneurs

80% Small Business Management Skills

58% Strategies for Self-Sufficiency

39% Time Demands

ECONOMIC PRINCIPLES IN THE MARKETPLACE

58% Advertising

60% Capital

73% Competition

58% Factors of Production

46% Goods/Services

48% Inflation

80% Investment and Return

65% Productivity

80% Profit/Loss

31% Quality of Business

24% Retirement Systems

58% Role of Profit

63% Sales

24% Scarcity

19% Stock Market

68% Supply and Demand

39% Tax Planning

26% Technology

39% Types of Markets

51% Use of Function of Money

ECONOMIC STABILITY AND GROWTH

43% Balancing Controls and Freedom

53% Business Cycles

68% Credit and Finance

43% High Technology

58% How Business Can Stimulate/Stifle Economic Growth

60% Productivity

24% Retraining Displaced Workers

36% Role of Government

60% What Affects Economic Stability and Growth

51% What Are Indicators

ECONOMIC MEASUREMENTS

60% Basic Principles to Economic Measurements
65% Consumer Price Index
60% Economic Indicators
14% Goals and Benchmarks as an Incentive
53% Gross National Product
36% Input - Process - Output - Feedback
39% Impact of Economic Measurements on Future Planning
24% Markets
19% Reliability of Terms
58% Supply and Demand Curves
58% Types of Economic Measurements
46% What Economic Measurements Tell Us

ECONOMIC CONCERNS OF THE FUTURE

58% Automation/Robotics
46% Balance of Trade
19% Common Unit of Exchange
53% Components Necessary for Economic Stability and Growth
36% Devaluation of Currency
63% Employment
63% Energy
46% Food
31% Forecasting
26% Fossil Fuel Substitutes
68% High Technology Impact
26% Historical Perspective on Economic Evolution
46% How to Prepare for Future Economic Concerns
34% Life Style Change
46% Population
43% Recognition and Understanding of Economic Indicators
41% World Economy Tied to Inflation, Resources and Imports

CIRCULAR FLOW OF ECONOMIC ACTIVITY

85% Basic Understanding and Knowledge of. . . .

*Government

*Banking

*Producers

*Consumers

*Monopolies

51% Exports and Imports

36% Government-Public Relationship on Economy

51% How Economic Activities Affect Each Other

41% Individual and Group Roles on Economic Process

63% Producer - Consumer Relationship

68% Supply and Demand

THE WORLD ECONOMY

56% Competitive Advantage

53% Consumption/Production Balance

56% Emerging Trade Areas

17% Exchange Rates

41% Gross National Product

14% Have Versus Have-Not Nations

31% How Local Economics Are Influenced by World Economy

12% Isolationism

17% Protective Tariffs

19% Stability of Foreign Currency

43% Trade and Independence

Survey #2 also requested participants to indicate the proportion of instructional time that they would allocate to instruction of the respective components. The following chart depicts the consensus of the participants.

SURVEY #2 Part B - INSTRUCTIONAL TIME SURVEY

Components	Rank	Percentage of Instructional Time Allocated per Component
Worker Productivity	1	12.90%
Free Enterprise System	2	10.33%
Small Business Functions	3	9.34%
Economic Principles in the Marketplace	4	9.33%
Consumer as a Decision Maker	5	8.20%
Economic Concerns of the Future	6	7.84%
Components of the Economy	7	7.26%
Circular Flow of Economic Activity	8	6.72%
Economic Stability and Growth	9	6.27%
The World Economy	10	5.71%
Economic Measurements	11	3.49%

Utilizing the results of the surveys coupled with consultant assistance, project staff developed the Suggested Economic Literacy Instructional Content Guide for Vocational Education Programs. This product has been submitted as a separate product for use by vocational educators in vocational education programs to aid vocational education students in acquiring economic skills necessary for success in the work force.

Chapter 5

BACKGROUND TASKS FOR THE ANNOTATED BIBLIOGRAPHIC ECONOMIC LITERACY RESOURCE GUIDE FOR VOCATIONAL EDUCATION PROGRAMS

The Annotated Bibliographic Economic Literacy Resource Guide for Vocational Education Programs was developed as a companion guide to compliment and supplement the Suggested Economic Literacy Instructional Content Guide for Vocational Education Programs. Its purpose is to serve as a ready aid to vocational education teachers and other related staff (grades K-12) in the (1) identification of available economic literacy instructional publications both commercial and public service (free)and (2) infusion of economic literacy knowledge/skills/ behavior with applicable student activities into the schools existing vocational education instructional programs.

The guide was developed from economic literacy resource materials that were obtained from agencies and publishers throughout the United States (refer to Chart I and II for listings of publishers and agencies that were solicitated). A formal letter of inquiry was sent to the publishers/agencies to acquire resource materials that might be available regarding economic literacy (refer to Chart III and IV).

After having obtained materials from those publishers/agencies which chose to cooperate, their materials were then assessed as to their applicability to teaching economic literacy skills in grades K-12.

The Annotated Bibliographic Economic Literacy Resource Guide for Vocational Education Programs reflects the results of the effort to identify economic literacy resource materials for infusion into the instructional curriculum.

The guide is divided into three major sections (refer to Annotated Bibliographic Economic Literacy Resource Guide for Vocational Education Programs):

Part A - Bibliographical Listing
Part B - Annotated Bibliography
Part C - Economic Literacy Abstracts.

In addition, an appendix is included to reference the following information from cooperating publishers and agencies (refer to the resource guide):

-publishers/agencies providing catalogs and/or price listings relative to economic literacy materials
-acknowledgements of publishers/agencies responding to letters of inquiry.

PART A: BIBLIOGRAPHY LISTING

This section is intended to assist the user in identifying economic concepts which are included in each referenced publication. In addition, the suggested grade level for the publication is included for each type of material (i.e. textbook, filmstrip, etc.). The section is categorized by listing publishers and/or agencies alphabetically. Each resource material has its own reference number to be used in locating specific annotations that the user may wish to review.

PART B: ANNOTATED BIBLIOGRAPHY

The purpose of this section is to provide the user more specific detail about the individual resource material (i.e. author, subject content, instructional program area, etc.).

PART C: ECONOMIC LITERACY RELATED ABSTRACTS

This section provides the user a listing of compiled abstracts which can be used in reviewing and selecting appropriate economic literacy related material.

CHAPTER 6

VOCATIONAL YOUTH ORGANIZATIONS

Another thrust of this project was to promote economic literacy through vocational student organizations. To accomplish this objective, project staff determined the existing goals and activities of Illinois' ten vocational student organization affiliates, analyzed the goals and activities of each to determine which lent themselves to economic literacy skill development, and assembled and developed materials into processes and activities appropriate for reinforcing economic literacy skills.

The Vocational Student Organizations involved were:

*Future Business Leaders of America (FBLA)
*Health Occupations Student Association (HOSA)
*Vocational Industrial Club of America (VICA)
*American Industrial Art Student Association (AIASA)
*Distributive Education Club of America (DECA)
*Future Farmers of America (FFA)
*Illinois Association for Community College Agriculturalists (IACCA)
*Illinois Office Education Association (IOEA)
*Future Business Leaders of America/Phi Beta Lambda (FBLA--PBL)
*Future Homemakers of America/Home Economics Related Occupations (FHA--HERO)

In accomplishing the objective, the state student officers, executive officers and Illinois State Board of Education, Department of Adult, Vocational and Technical Education representatives for each of the respective organizations were contacted and surveyed. (Chart 1 .)

Based on the limited data compiled through the survey, the project staff made the following recommendations: 1) Each organization adopt one or more of the identified economic literacy components and its concepts as the basis for a major statewide goal(s) and implement related activities on the local chapter level, and (2) That a listing of the major

economic literacy components, their concepts and related activities as identified through the study be included as a segment of the Illinois Vocational Student Organization's adyisor and student handbooks to further promote the continued development of economic literacy.

However, recommendations offered by DAVTE Vocational Student Organization Consultants with permission granted by the project Contract Administrator, expanded this objective to include students enrolled in vocational education programs rather than limit the target group to members of vocational student organizations. The economic literacy activities originally designed for the organizations' handbooks were infused with the Suggested Economic Literacy Instructional Content Guide for Vocational Education Programs, which will result in a much broader dissemination.

During the second year of project operation, the following vocational student organizations have agreed to publicize the guide in their respective newsletters and ask for volunteer districts to field-test the document:

-Illinois Vocational Home Economics Teachers Association
-Illinois Business Education Association
-Illinois Industrial Education Association
-Illinois Health Occupations Association.

The Illinois Association of Vocational Agriculture Teachers has recommended a field test site for the curriculum guide.

Following field testing, the curriculum guide will be refined and disseminated upon approval by the Illinois State Board of Education.

Chart 1

ECONOMIC LITERACY
VOCATIONAL YOUTH ORGANIZATION
QUESTIONNAIRE

Name_____ Position_____

Vocational Youth Organization Affiliation_____

Address_____

1. Please identify current organizational goals and related activities pertaining to the development of economic literacy skills.

Current Goals	Activities

2. Please suggest any additional goals and related activities which you feel would be relevant to your organization and the development of economic literacy skills.

Suggested Goals	Activities

Please return in the self-addressed, stamped envelope provided. Your contribution of time and effort are appreciated.